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ABSTRACT

The Sioux City Community Schools Office of Indian Education provides American Indian students with tutoring services through funds from Title V, Part C of the Indian Education Act of 1988 and the Johnson-O'Malley programs. The goal is to reduce the high dropout rate among Indian youth. This tutor handbook contains introductory information for the part-time tutor. Tutorial suggestions emphasize sensitivity to the Indian culture. The tutoring process is outlined, and a job description for the tutor is provided. The following forms used in the program are reproduced in the handbook: (1) working agreement between Sioux City Community Schools and the tutor; (2) progress letter to parents; (3) federal Indian student certification form; (4) Johnson-O'Malley program form; (5) request for tutoring; (6) daily/weekly log of student contacts; (7) tutor self-evaluation; and (8) student attendance record. Lists of Sioux City Community Schools, principals, addresses, and phone numbers are also included. (KS)

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Title V-C

Indian Education Program

Tutor Handbook

BEST COPY AVAILABLE

Prepared by: Title V Program
Office of Indian Education
Sioux City Community Schools
1221 Pierce St.
Sioux City, Iowa 51105
279-6753

RC 018084

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Title V, Part C

Title V, Part C of the Indian Education Act of 1988 provides Federal dollars to local school districts for meeting the special educational and culturally related academic needs of Indian children. These funds supplement existing educational programs.

Supplemental education services are those services designed to meet the specialized education needs of eligible Indian students which may have resulted from the socio-economic conditions of the family, from cultural or language differences or other factors. The services provided through the Title V-C program shall supplement, not supplant, federal, state and local funds.

The Title V programs define "Indian" as:
Any individual living on or off reservation who:

a. Is a member of a tribe, band, or other organized group of Indians, including those tribes, bands or groups terminated since 1940 and those recognized now or in the future by the state in which they reside, or who is a descendent in the first or second degree, or any such member; or
b. is considered by the Secretary of the Interior to be an Indian for any purpose; or
c. is an Eskimo or Aluet or other Alaska Native.

Funds are generated based on the state average per pupil expenditure and the number of Indian students enrolled in the school district.

Your work agreement as a Title V-C tutor is with the Sioux City Community Schools. Your program supervisor will be Marilyn Charging.

Introduction

There are many factors which contribute to the high dropout rate of our Indian youth here in Sioux City. Research indicates that our American Indian students in the Sioux City Schools are three times as likely to leave school prior to their graduation date. Retention, attendance problems, and repeated academic failure are only a few of the reasons, why our children do not always have a successful school experience.

In an effort to increase the number of students who graduate from high school or complete their General Educational Development (G.E.D.), the Sioux City Schools' Office of Indian Education has utilized the financial resources available through the Title V and Johnson O'Malley Programs to address this serious problem.

The Title V Tutorial Component offers you, the tutor, a unique opportunity to work individually with our students, and to serve on a professional team whose work can truly make a difference in the lives of our Indian students. You play a key role in helping reduce the dropout rate, improving school attendance, and creating positive self-esteem within our students. The Office of Indian Education staff and parent committee would like to take this opportunity to share the following information about the tutorial program and suggestions that will guarantee you success as a Title V tutor.

Tutorial Suggestions

The following suggestions are based upon Research on Effective Practices in Indian Education.

1. As a tutor, you will need to develop a working relationship with your student that is based upon warmth, understanding and demandingness. In this situation your role can be described as the "warm demander".

2. Successful tutors give encouragement and psychological understanding to their students. Be continually on the watch for good work and behavior. Praise your students, but do not praise them in a way that separates them from the group or holds them up as better than others. Cooperative learning and group competitiveness are very effective and complimentary to Indian cultural values.

3. Provide positive feedback to your students. Recognize their accomplishments through praise, happy notes, stickers, etc. Encourage students to participate in the attendance incentive and academic incentive programs.

4. Maintain high expectations for your students. Remind them they are capable of accomplishing the goals they have set within the tutoring session, as well as the classroom. Explain to your students you will not do the work for them, but assist them to learn how to help themselves.

5. As behavior problems arise, you will need to use demandingness and personal concern in helping your student improve his or her behavior. Remember to practice reflective listening with your student. Many times your student may need to have someone listen to his concerns, before you can begin the tutoring session.

6. Do not directly criticize your student. Use instruction to help the student improve his work or behavior. The use of humor is an excellent way of developing trust between you and your student. Once you have gained his trust, you will be in a better position to offer positve criticism and sincere advice.

7. Relate to your Indian students in a culturally acceptable manner. Understanding your student's cultural value system will enable you to work more effectively with your student. The Sioux City Schools and Office of Indian Education will conduct inservice training programs and workshops to assist staff in becoming more culturally sensitive to the needs of our students. As a Title V tutor you will be required to participate in these programs. Monthly meetings of the tutorial staff will also enable you to learn more about Indian culture and tribal differences.

8. If possible, establish an atmosphere within your work area that is representative of Indian culture. We will be able to assist you with posters, pictures and ideas.

Please feel free to contact the office staff, if you have any concerns or questions.

The Tutoring Process

1. Meet your principals and acquaint them with the tutoring program. Discuss the role you will play, as part of their building team. Should questions arise, have the building principal contact the project director.

2. Obtain a list of Indian students from the secretary. If list is not available, ask teachers individually or contact the Office of Indian Education secretary for assistance.

3. Ask teachers to refer Indian students who are academically at risk, and who would profit from tutoring.

4. Send home Request for Tutoring Forms with student to be signed by their parent and returned to you before tutoring can begin.

5. Check with the Office of Indian Education to see if a student has a completed 506 and Johnson O'Malley application. If not, they will contact the parents to verify the student is Indian. Students cannot be tutored until the student is enrolled with the Office of Indian Education.

6. Set up your schedule by allowing teachers to sign up for times that fit into their schedule. Do not tutor during special classes or recess.

7. Give copies of your completed schedules to teachers, principals and the Office of Indian Education.

8. Meet with students, inform them of your role as a tutor and support person; establish goals for the current year.

9. Record all student contacts on Daily and Weekly log sheets and send to the Office of Indian Education each Friday.

10. Record working hours on an Hourly Payroll Report and place in the Office of Indian Education on the last working day of each month.

11. If you have any concerns of questions contact the Project Director.

Of Special Note

1. The location of a place to tutor may be a problem because of the limited space in our schools. Tutoring often takes place in small cubicles, behind curtains on stages in gymnasiums, at a table in the hall or at the back of a classroom.

2. Materials are limited. Some materials may be obtained at the Office Of Indian Education. Your school may be willing to supply you with

some of the basic needs. Also, teachers are often willing to let you borrow and use many of their materials.

3. Scheduling is very difficult. Be patient and try to let teachers choose times that are convenient for them and the student to be out of the classroom.

4. Teachers do rely on us to assist Indian children. They are usually very supportive and eager to work with the tutors who work with their students.

5. The Title V tutoring program in Sioux City is well known and accepted by staff. Consistency and competent staff are mainstays of the program.

SIOUX CITY COMMUNITY SCHOOLS

712- 279-6753
279-6754

Office of Indian Education

Dear _____,

This letter constitutes a working agreement to employ you as a Title V-C tutor. You will be paid _____ per hour. This position is a part-time position, and hours will vary. As a part-time employee you will not receive health insurance benefits, nor accrue sick or annual leave. This position is dependent upon annual program funding.

Your work site will be at _____. _____ will be your building principal. I will serve as the Tutorial Program Supervisor. It is each tutor's responsibility to call the building principal and OIE, if they are unable to work on a scheduled work day.

If you have any questions, please feel free to contact the Office of Indian Education.

Sincerely,

_____
Tutor's Signature Date

Marilyn Charging, Director
Office of Indian Education

1221 Pierce Street — Administrative Service Center — Sioux City, Iowa 51105

Sioux City Community Schools
Part-Time Tutor
Job Description

General Statement of Duties:
To tutor individual Native American students who's special academic needs cannot be met exclusively by the classroom teacher.

Supervision Received:
Work under general supervision of school personnel and the Project Director.

Supervision Exercised:
Supervision of individual students during the tutorial sessions.

Examples of duties:

1. To identify those students who qualify for Title V tutoring services.
2. To develop an individual tutoring schedule, based upon the student's needs.
3. To design goals with/for individual students being tutored.
4. To promote good communications regarding students progress with parents, teachers, and project staff.
5. To improve, through in-service training by project staff, indiviudal methods of tutoring Native American children.
6. To participate in cultural awareness activities and workshops given by the Office of Indian Education.
7. Performs related tutorial work as assigned by the Project Director.
8. Completes all forms as required by the Office of Indian Education (time sheets, tutor request forms, daily logs, etc.).

Qualification for Appointment:

Knowledge, Abilities and Skills

1. The individual needs to have a solid knowledge of basic mathematics, reading, and English.
2. The individual needs to be able to communicate freely with both student and teacher.

Part-Time Tutor
Job Description cont'd

3. The individual needs to have the ability to plan and develop a working relationship with the student, the teacher, and the parents as members of the community.

4. The individual needs to express an intent and commitment to complete tutorial training in order to work with Indian people in the Sioux City Community.

5. The tutor should be willing to work flexible hours.

6. Must have a college degree and/or current teaching certificate.

Indian preference will be exercised according to P.L. 93-638

SIOUX CITY COMMUNITY SCHOOLS

712- 279-6753
279-6754

Office of Indian Education

Title V Tutoring Program
Progress Report for

_____
Student's Name

_____
School

Dear Parent,

You can be proud of _____accomplishments in the Title V tutoring program. We have made progress in _____ _____, but still need to work on the following:

_____.

Here are some activities or suggestions which you can do to reinforce what we are currently working on:_____

_____

_____

_____

_____.

Thank you for your cooperation.

_____
Title V Tutor

DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
INDIAN EDUCATION PROGRAMS
WASHINGTON, D. C. 20202

Form Approved
OMB No. 1810-0031 ED Form 506
Approval Expires 6/30/91

INDIAN STUDENT CERTIFICATION
Indian Education Act, P.L. 100-297, Title V, Part C, Section 5314

Public reporting burden for this collection of information is estimated to average 15 minutes per response for parents and 30 minutes per local educational agency (LEA), including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U. S. Department of Education, Information Management and Compliance Division, Washington, D. C. 20202-4651; and to the Office of Information and Regulatory Affairs, Office of Management and Budget, Washington, D. C. 20503.

In order to apply for a formula grant under the Indian Education Act, your school district must determine the number of Indian children enrolled in its schools. Any child who meets the following definition from the Act may be counted for this purpose.

"Indian" means "any individual who (1) is a member of a tribe, band, or other organized group of Indians (as defined by the Indian tribe, band, or other organized group), including those tribes, bands, or groups terminated since 1940, and those recognized by the State in which they reside, or who is a descendant, in the first or second degree, of such member, or (2) is considered by the Secretary of the Interior to be an Indian for any purpose, or (3) is an Eskimo or Aleut or other Alaskan Native".

You are not required to submit this form to the school district. If you choose not to submit a completed form, however, your child cannot be counted for funding.

Name of Eligible Child _____ **Date of Birth** _____

Address _____

Name of Tribe, Band or Group Member _____

☐ **Child Himself/Herself** ☐ **Parent** ☐ **Grandparent**

Tribal enrollment number _____ **Allotment number** _____ **Researching** _____

Other (explain) _____

Name of Tribe, Band or Group _____

This Tribe, Band or Group is

☐ Federally Recognized ☐ Not Federally Recognized ☐ State Recognized

☐ Terminated ☐ Other ☐ Eskimo, Aleut or Alaskan Native

If Other, explain how child meets the definition of Indian _____

Name and Address of Record Keeping Organization _____

I SWEAR THE INFORMATION GIVEN ABOVE IS TRUE _____
Signature of Parent or Guardian **Date**

Address _____ **Telephone** _____

I consent to release this form to the Indian Education Act Parent Committee (optional) _____
Signature

School Attended by Child **City/State** **Grade** **Expected Graduation/exit Yr**

_____ _____ _____ _____

Johnson O'Malley Program

Please answer all questions. NOTE: P.L. 93-638 requires Indian students to be 1/4 or more Indian blood of a federally recognized tribe(s) to receive J.O.M. services.

Child's full name_____ Degree_____

Date of Birth_____ 19_____ Where_____

Tribe_____ Is child enrolled?_____ Enrollment #_____

If enrolled, what BIA agency_____ State_____

School now attending_____ Grade_____

Mother's full maiden name_____ Degree_____

Date of Birth_____ 19_____ Where_____

Tribe_____ Is mother enrolled?_____ Enrollment #_____

If enrolled, what BIA agency_____ State_____

Father's full name (biological)_____ Degree_____

Date of Birth_____ 19_____ Where_____

Tribe_____ Is father enrolled?_____ Enrollment #_____

If enrolled, what BIA agency_____ State_____

Present Address_____
State Zip

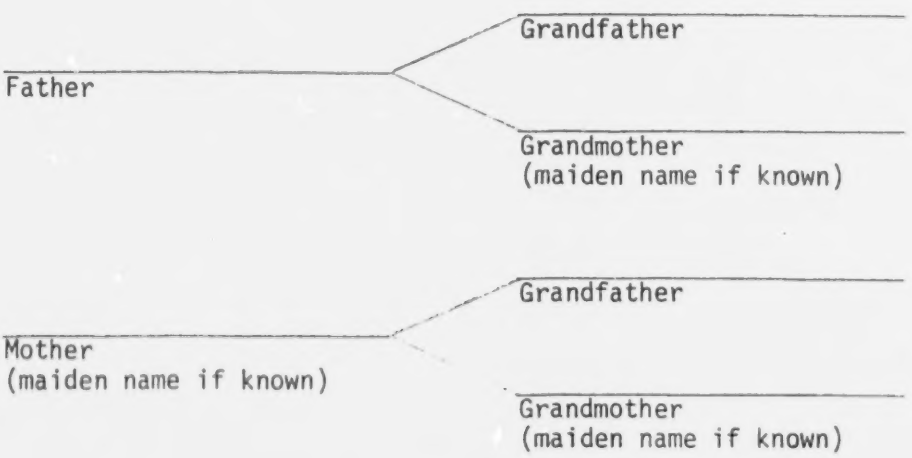
Telephone number____-_____

I authorize the Tribal Enrollment office to release J.O.M. information on my child/children to the J.O.M. personnel for the purpose of student count.

Parent's signature_____ Date_____

We need to know your family tree in order to locate your family on the BIA or tribal records. Please fill out the following boxes as they pertain to your family.

Please note: For the parent completing this form, fill out the father and mother using your biological father's and biological mother's names, then their biological father and mother in the appropriate grandparent boxes. Legal/Guardian or foster, use child's biological grandparents.



Please list the names of your children and their ages living in the home at this present time. Very important to our files as Johnson O'Malley services children 3 years and older.

1. _____ Age _____
2. _____ Age _____
3. _____ Age _____
4. _____ Age _____
5. _____ Age _____
6. _____ Age _____
7. _____ Age _____
8. _____ Age _____
9. _____ Age _____
10. _____ Age _____

REQUEST FOR TUTORING

Student Name _____ Birthdate _____

Address _____ Telephone _____
Street

_____
City State Zip

Parent/Guardian Name _____

Tribal Affiliation _____

School _____ (Teacher)_____ Grade _____

___ Your student has requested tutoring in _____
Subject Area

___ Your student has been referred by _____ for tutoring in
Teacher/Counselor

_____
Subject Areas

___ We will meet together _____ times a week on a regular basis.
number

___ We will meet together as often as the student requests it.

Signature of Parent/Guardian _____ Date _____

Please sign and return this form to _____ or to the Office of Indian Education.

(Do not write below this line.)

****

Date Request Received: _____ Action Taken: _____

Office of Indian Education
Sioux City Community Schools

Office of Indian Education
Daily/Weekly Log
(Record all student contacts.)

Tutor _____ School _____ Date _____

Time	Student	Grade	Material Covered	Special Problems

TUTOR EVALUATION

Tutor: Rate yourself on each of the following qualities (characteristics):

	Excellent	Adequate	Needs Improvement	Comments
1) Establishing/maintaining rapport with students.				
2) Establishing/maintaining rapport with faculty/staff.				
3) Being dependable.				
4) Understanding/preparing material thoroughly.				
5) Adapting task to student's learning style.				
6) Communicating clearly.				
7) Questioning effectively.				
8) Allowing adequate wait time.				
9) Exercising patience consistently.				
10) Maintaining enthusiasm.				
11) Providing consistent feedback.				
12) Completing forms on time.				

13) What do you consider to be your greatest strength as a tutor?_____

_____

14) What do you consider to be your greatest weakness as a tutor?_____

_____

15) What steps can you take to strengthen that weakness?_____

_____

NAME OF SCHOOL _____

TUTOR _____

ATTENDANCE RECORD

Student Name	Grade	1st 9 Weeks Tar.	Abs.	Tut.	2nd 9 Weeks Tar.	Abs.	Tut.	3rd 9 Weeks Tar.	Abs.	Tut.	4th 9 Weeks Tar.	Abs.	Tut.	Drop Date & Reason

SIOUX CITY COMMUNITY SCHOOLS
ELEMENTARY PRINCIPALS
1990-91

SCHOOL	ADDRESS	TELEPHONE	PRINCIPAL
Bryant	821 30th Street	279-6819	Michael Bartek
Clark	4315 Hamilton Blvd.	279-6822	Duane VandeBerg
Crescent Park	1114 West 27th	279-6825	Gene Windeshausen
*Emerson	2410 West First	279-6826	Rita Busch
Everett	1314 West Third	279-6827	Doug Robbins
*Grant	3001 East 18th	279-6830	Morris Graber
Hawthorne	4405 Central	279-6831	Jean Carlson
Hunt	615 20th Street	279-6833	Pat Robeson
Irving	1022 Jennings	279-6834	Lowell Cooper
Joy	3409 Indiana	279-6835	Marvin Rants
Leeds	3919 Jefferson	279-6807	Gene Linkvis
Lincoln	115 Midvale Ave.	279-6836	Kathy Tillo
Longfellow	1800 Sioux Trail	279-6837	Veral Heller
*McKinley	200 Paxton	279-6839	Morris Graber
*Nodland	5000 Mayhew Ave.	279-6840	Leon Koster
Riverview	2205 Bryan	279-6842	Jim Lyons
*Roosevelt	2015 West Sixth	279-6843	Rita Busch
Smith	1623 Rebecca	279-6845	Mert Cady
*Sunnyside	2700 South Maple	279-6846	Leon Koster
Washington	2550 South Martha	279-6847	Linda Madison
Whittier	4820 Fourth Ave.	279-6065	**Duane Schubert

*Indicates Dual Principalship

**Interim Principal

SIOUX CITY COMMUNITY SCHOOLS
SECONDARY PRINCIPALS
1990-91

EAST HIGH SCHOOL, 5011 MAYHEW AVENUE		279-6788
Richard Lilly	**Principal**	
Rita DeJong	Assistant Principal	
Thomas Peterson	Assistant Principal	
NORTH HIGH SCHOOL, 4200 CHEYENNE BLVD.		279-6755
Paul VanderWiel	**Principal**	
Pete Hathaway	Assistant Principal	
Bruce Johnson	Assistant Principal	
WEST HIGH SCHOOL, 2001 CASSELMAN		279-6772
James Deignan	**Principal**	
William McLarty	Assistant Principal	
John Pas	Assistant Principal	
EAST MIDDLE SCHOOL, 1720 MORNINGSIDE AVE.		279-6800
James Gaul	**Principal**	
Thomas Millar	Assistant Principal	
HOOVER MIDDLE SCHOOL, 3601 COUNTRY CLUB BLVD.		279-6804
Roger Wendt	**Principal**	
Thomas Burke	Assistant Principal	
WEST MIDDLE SCHOOL, 1211 WEST FIFTH ST.		279-6813
Richard Bathurst	**Principal**	
Robert Luse	Assistant Principal	
WOODROW WILSON MIDDLE SCHOOL, 1010 IOWA ST.		279-6816
Gordon Hull	**Principal**	
Maria Hohenstein	Assistant Principal	
CENTRAL CAMPUS/I.L.C., 1121 JACKSON ST.		279-6736
Clifford McMurlyn	**Building Administrator**	
RIVERSIDE SCHOOL, 2303 RIVERSIDE BLVD.		279-6811
Harold McDermott	**Principal**	

HOURLY PAYROLL REPORT

Sioux City Community School District, Sioux City, Iowa

Employee's Name ..... Calendar Month Ending .....

School/Department ..... Assignment .....

File one copy of this report in Payroll Department, Business Office.

Date	Hours	Reasons for Absence	Date	Hours	Reasons for Absence
1			17		
2			18		
3			19		
4			20		
5			21		
6			22		
7			23		
8			24		
9			25		
10			26		
11			27		
12			28		
13			29		
14			30		
15			31		
16					

Total Hours .....

Reported by .....
Principal/Supervisor

19

BE-133